

Fourth Periodic Report

15.05.2020-14.11.2020

International Partners took part in the tutoring workshop in Pristina for the six-month term, and at the same time, they gave a presentation on the instructors' handbook. In conjunction with WP4, a teachers' training workshop for CPD courses based on cutting-edge pedagogical strategies was organized. Team members from International Partners have provided guidance to the substudy groups established to develop curricula for students' competence (on multidisciplinary collaboration, evidence-informed practice, innovation processes, entrepreneurship, and client-centered approach), share documents, and provide necessary feedback for their CPD course outlines as well as on course analysis and the sharing of best practices (but later than planned). There are some problems encountered, such as miscommunication and disorganization of teams, during the development of CPD courses, which seem to have strengthened. The project duration has increased as a result of CPD processes being delayed by COVID-19 constraints. Due to the COVID-19 outbreak, a reflection workshop and study visit to JAMK were held later. During the research visit, introductions were given to describe the competencies on EQF levels 5, 6, and 7 in multidisciplinary cooperation, client/person-centered service, evidence-informed practice, innovation, and entrepreneurship. The partner institutions took part in this virtual study tour at JAMK and exchanged good practices and innovations for creating CPD courses in interdisciplinary collaboration, client/person-centered service, evidence-informed practice, innovation processes, and entrepreneurship. In terms of the working model at an interdisciplinary allied health practice center, Kosovo partners have run into issues with working practices. Around two-thirds of the protocols are nearly ready, and the facilities and some of the equipment are ready. Concerning the establishment of a joint-venture group and an advisory industrial board, some nominations have been made.

Due to the COVID-19 crisis, miscommunication, disorganization of teams, and/or uncertainties in the project, the CPD course development process did not progress as intended. However, communication between subgroups seems to have strengthened through meetings, therefore the progress in this process can be completed to the targeted extent and the piloting process can be started. Efficient collaboration has been impeded by a

lack of clarity regarding the procedure for reviewing the existing curriculum, the needs for improvement, and the choice and quantity of courses to be produced. It has been challenging to implement efficient education and training programs, notably in Kosovo, due to the significant COVID-19 outbreak. Given that there is a delay in the supply of materials, development work will continue throughout the additional year that has been permitted. In a pandemic situation when there is little possibility to do piloting, sharing just tangible examples and approaches with Kosovo's partners during research tours and reflection seminars, as well as organizing co-creation sessions, is insufficient. The Centers aren't yet fully operational. The fact that piloting for the seminar as well as the future establishment and operation of the Centers has not yet started is due, among other things, to the COVID-19 epidemic. What the Kosovo partners have discovered during the process should be highlighted in a reflective workshop. Overall, many procedures are currently evolving, but they are either still in progress or need to be completed. The goal of providing a platform for health services and including patient data management within it must be redefined.

The UGJFA has continuously supported and participated in each activity according to the SMAHPC development plan. There have been some delays related to pandemics, and have tried to overcome the issue. In accordance with this, all the members of the QA Internal Group (QAIG) have prepared, discussed, and delivered surveys for their respective activities, such as QAIG members from Heimerer College, UGJFA, and JAMK. In addition to that, it is fair to mention that the materials are sent via Google Drive. The questioners for this period of time include: Questionnaire for the evaluation of the 4th Online Tutoring Workshop in "Review and presentation of draft reports, led by EU tutors" held on: 28th of May, 2020; Questionnaire for the evaluation of the 5th Online Tutoring Workshop on "Feed-back of the reports, Reflection on the implementation of pedagogical approaches in the different steps of the operational model, led by EU tutors" held on: 11th of June, 2020; Questionnaire for the evaluation of ICF – Online Workshop, held 21st of August, 2020; Questionnaire for the evaluation Reflective Workshop held online 15-th 18-th of September 2020, Questionnaire for Virtual Study visit week at JAMK; Questionnaire for WP4 Study Circle Successions. The reports delivered for this period include: Results of the Quality Questionnaire for 1st Online Tutoring, April 23, 2020; Results of the Quality Questionnaire for 2nd Online Tutoring Workshop on ICF (International Classification of Functioning, Disability, and Health) Online Workshop, held May 7, 2020; Results of the Quality Questionnaire for 2nd Online Tutoring Workshop, held on May 14, 2020; Results of the Quality Questionnaire for the Evaluation of

ICF (Online Workshop), held on August 21, 2020; Results of the Quality Questionnaire for the Evaluation of ICF (Online Workshop), held on August 28, 2020;

Key remarks from the survey reports:

- 7 participants, the overall perception was that all the activities were useful, the sections were very good for most of them, and they found it worth attending. The suggestion was to have more practice with ICF. (*Results of the Quality Questionnaire for the evaluation of ICF – Online Workshop, held 21th of August, 2020*)
- 36 participants, 14 responders, The majority of respondents found the online teaching useful, and the majority of them agreed that the online teaching focused on all competencies, as well as on using different methodologies and clearly defining the goals. According to the results of this survey, the activity was designed to focus on the teachers rather than the students, and the students did not attend the activi... (*1st Online Tutoring 23rd April, 2020*)
- Out of 36 participants, only 14 respondents found the workshop useful and informative. It should also be noted that there is a greater need for ICF experience. appealing. It should also be noted that there is a greater need for ICF experience. (*2st Online Tutoring workshop on ICF – International Classification of Functioning, Disability and Health Online Workshop, hold 7-th of May, 2020*)
- 11 participants, all responded that the activity was useful and well organized, with good methodology and explanation. (*Results of the Quality Questionnaire for the evaluation of ICF – Online Workshop, held 28th of August, 2020*)
- Out of 36 participants, only 18 responded, mostly finding the activity useful and well organized, with great contributions from international partners, but still there are remarks on having more practice on GAS. 36 participants, only 18 respondents, most of whom found the activity useful and well-organized, with significant contributions from international partners, but there are still recommendations for more GAS practice. (*Student-run Multidisciplinary Allied Health Practice Center—Project 2nd Online Tutoring, May 14, 2020*)

The recommendations include creating a substitute for Microsoft Teams for CPD meetings, enhancing communication and teamwork within CPD course teams, openly discussing everyone's role in collaboration, redesigning the platform for health services and patient data management, concentrating tutoring on assisting Kosovar partners to think about supporting the development and examination of competencies, skills, and attitudes in the Center's activities, and creating a strategy for doing so. Regarding the procurement of tools and books, new bids will be accepted following further examination.

The activities for SMAHPC must be designed not only for teaching staff but for students as well, and more students should participate in all activities. There are small numbers of participants responding to the surveys, so the suggestion should be to encourage the participants to respond to the surveys.

For further reference, the extended report on the questionnaires and other relevant reports are delivered on Google Drive.